



Co-Scholastic Skill Report

Name	Hari
ID	Ind18092600002
Date of Test	26/09/2018
Email	sample@gmail.com
Phone No.	1234567890
Class	
Test Language	English

Co-Scholastic Assessment based on personal preferences and subconscious patterns

Co-curricular activities facilitate the development of various domains of mind and personality such as intellectual development, emotional development, social development, moral development and aesthetic development. Creativity, Enthusiasm, Positive thinking are some of the facets of personality development.

Now-a-days, schools and colleges have been giving more importance to bringing out the hidden potential of the students. Great educational thinkers like Rousseau, Spencer and Dewey had advocated the importance of extracurricular activities among students in order to develop social relationship and interactive intelligence.

Major Challenges faced by the Schools



- No fixed formula to test co-scholastic skill
- Parents fear teachers can be biased and subjective
- Teachers do not have sufficient time

The ComPAS Now™ conducts continuous Emerging Strengths Analysis tests for school children. By the time the children reach Standard V they already have their set patterns of response and behaviour in different situations in life. Some of these patterns, like the interests in sports, academics, music, etc. are visible to teachers and parents. Some other patterns are invisible and hidden to others. Critical thinking, process orientation, planning, etc. are some of the examples of hidden patterns. It is on these hidden patterns that the children build their future skills and competencies to face their life and career.

The report explains the Co-Scholastic skills of an individual. There are 50 skills under three major sections (Thinking skill, Social Skill and Emotional Skill.) Each major section is further divided into subsections / competencies. Thinking skill is divided into Self Awareness, Problem Solving, Decision Making, Critical Thinking and Creative Thinking. Social Skill is divided into Interpersonal Skill, Effective Communication and Empathy. Emotional Skill is divided into Managing Emotions and Dealing with Stress

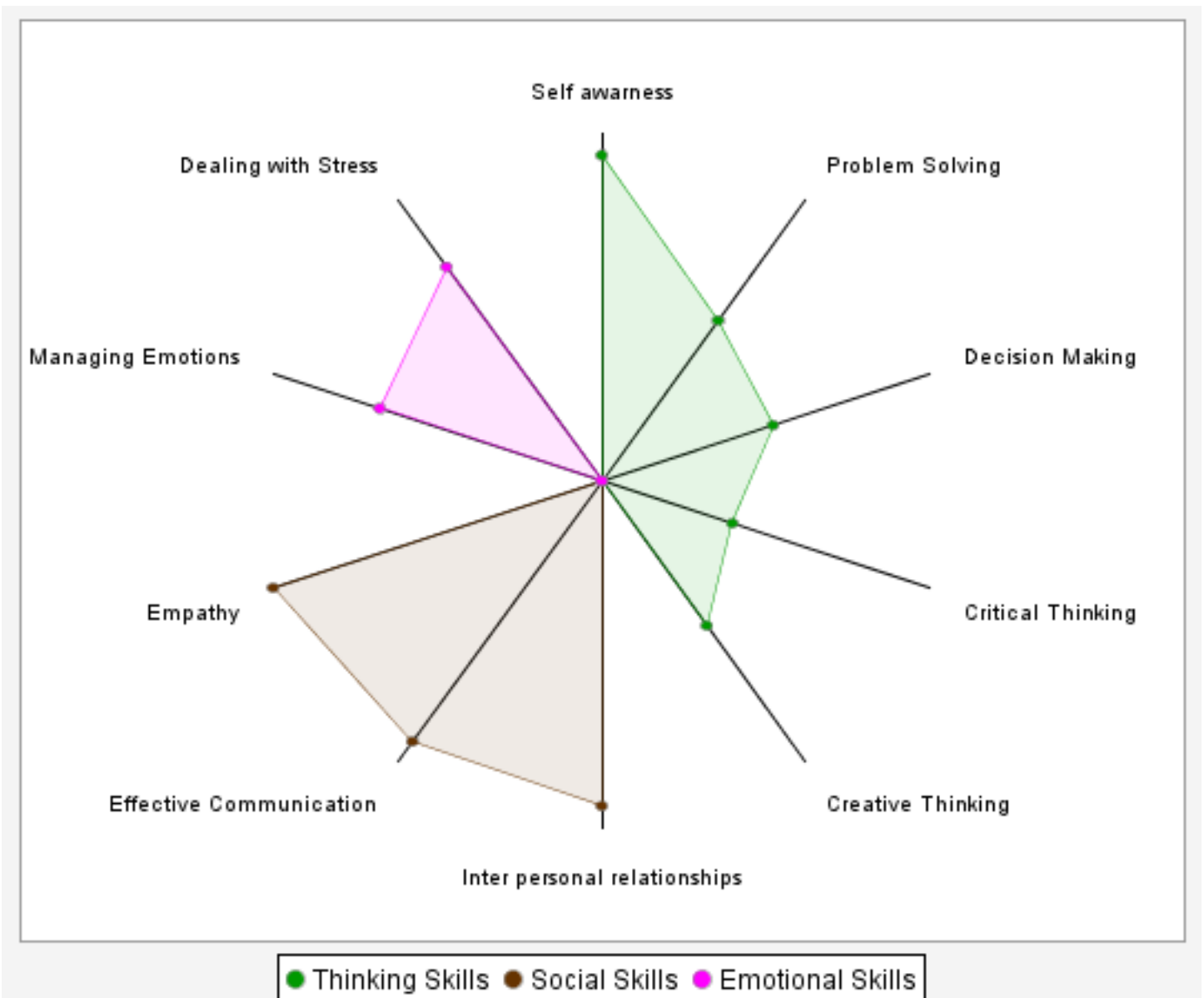
Co-Scholastic skill - Main Chart

This section describes the over all graph of major 10 competencies under all the three sections (thinking skill, social skill and emotional skill).

Co-Scholastic Score - 63 %

Competency Grading

Above 85%	Though the candidate has scored very high, this level is described as 'overskilled' and restrictive. This is because the candidate may miss out on other important complementary traits, as her/his focus will be only on a few traits.
61 - 85%	This is the bestfit level and represents the desired capability in performance. All the competencies in the profile may not be within this range. In such cases, pick up the lower-level competencies and get trained to reach the effective level.
46 - 60%	Within this level the candidates can satisfactorily perform managerial situations. If most of the competencies in a Leadership Profile remain within this range, it may mean that the person may be endowed with other opposite but complementary traits, making her/him an all rounder. S/he may be able to perform in other profiles, too.
31 - 45%	The competencies plotted within this level comprise a caution that the ability of the individual is not sufficient for the proper execution of the particular leadership style. S/he needs further skills training to achieve the optimum performance.
Upto 30%	The competencies rated within this level do not meet the requirements of satisfactory performance in the described context.



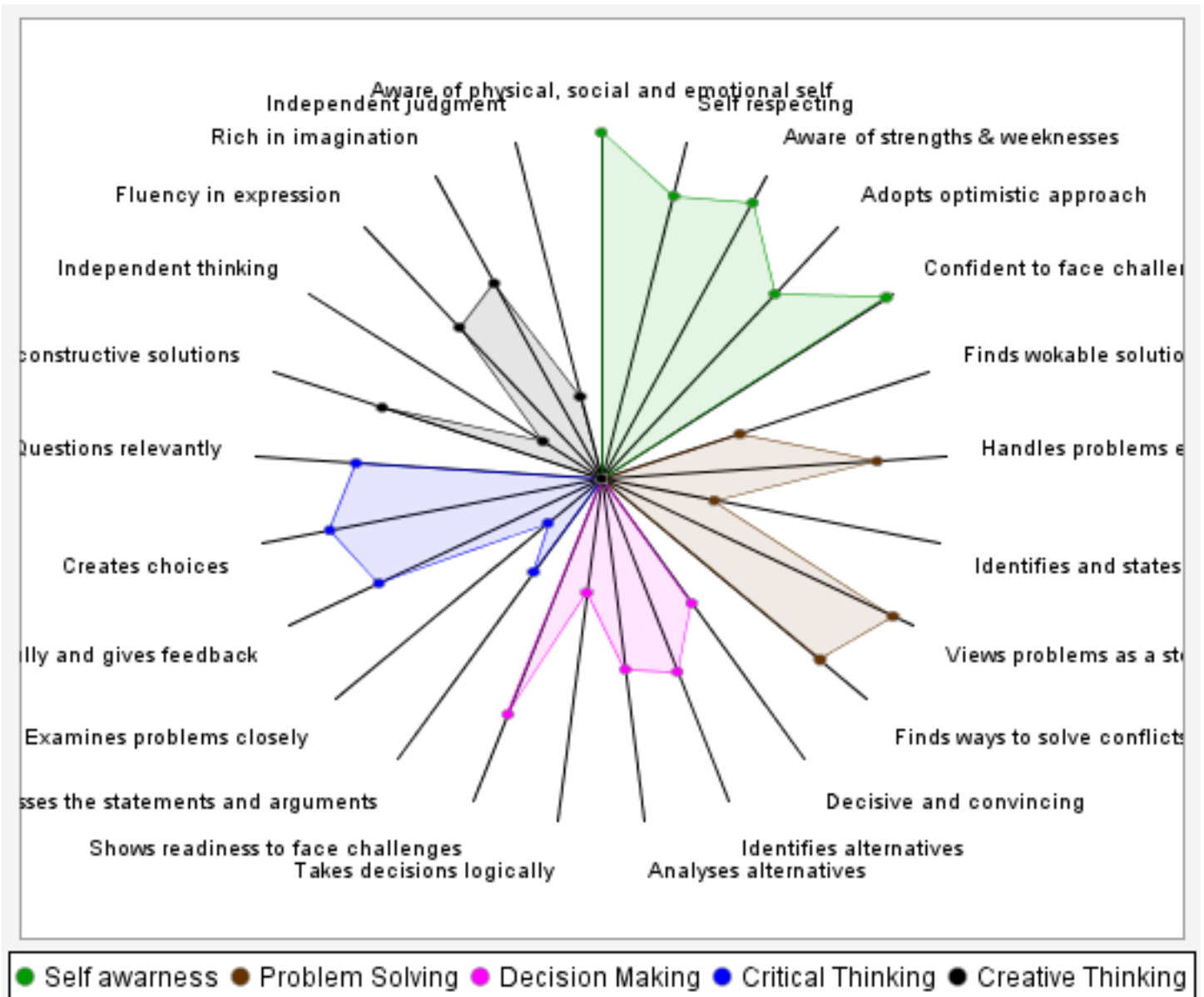
Thinking Skill

Thinking skill enables the students to integrate their experiences, improves the quality of their social response and behaviour, realise their potential, and contribute to the development of themselves and the society.

Self awarness	82.7%	It is the ability to assess the self accurately and respond to the situations appropriately. High scorers will have a clear perception of their personal strengths, skills, and weaknesses, focus their attention on their personal development and move forward confidently to face challenges. They will realistically assess their self-worth, positively interpret the environment and change their response and behaviour to enhance the sense of their self-respect and self-esteem.
Problem Solving	50.4%	It is the ability to identify the objectives and obstacles, and choose the best option. High scorers will see problems are opportunities and look for workable solutions to effectively handle them. They will use logic and creative thinking to identify and analyse the faults, pay attention to what is to be avoided, and choose the best option while keeping their goals in sight. Defining conflict in neutral terms, they will give attention to positive responses, enlist co-operation and facilitate peaceful ending of conflicts.
Decision Making	45.8%	It is the ability to gather data and analyse alternatives before making a decision. High scorers will be careful decision makers. Principled and balanced in their judgment, they will be decisive and convincing, and make logical decisions. They will be rational and coherent in thinking, look for different alternatives, and analyse them critically in order to make sure that they are consistent with their values. They take initiative, explore the limits, and accept challenges.
Critical Thinking	35.0%	It is the ability to identify, analyse and propose solutions to complex problems. High scorers will be able to understand and articulate complex concepts, examine the facts and arguments in detail, and assess them carefully to solve complex issues. They will listen carefully, pinpoint problems, ask relevant questions, give positive feedback and look for outcomes that are meaningful and valuable.
Creative Thinking	45.5%	It is the ability to creatively analyse available data to discover new insights. The creative thinkers will look for many possible answers rather than one, and may see opportunities where others see only obstacles. With imaginative, analytical and interdisciplinary approach to reality, they will sieve the data through their independent experience, express them fluently and graphically, and manage to address the issues from a different perspective.

Thinking Skills - Internal Traits Chart

In this section, all the internal traits pertaining to Thinking Skill are illustrated through a graph. This will give a clear understanding of the traits the student is showing in higher degree, and those that need improvement.



Self awareness

Traits - Satisfactory

- Aware of physical, social and emotional self
- Self respecting
- Aware of strengths & weaknesses
- Adopts optimistic approach
- Confident to face challenge

Traits - Need Improvement

Problem Solving

Traits - Satisfactory

- Handles problems effectively
- Views problems as a stepping stone
- Finds ways to solve conflicts

Traits - Need Improvement

- Finds workable solutions
- Identifies and states problem

Decision Making

Traits - Satisfactory

Decisive and convincing
Identifies alternatives
Analyses alternatives
Shows readiness to face challenges

Traits - Need Improvement

Takes decisions logically

Critical Thinking

Traits - Satisfactory

Listens carefully and gives feedback
Creates choices
Questions relevantly

Traits - Need Improvement

Assesses the statements and arguments
Examines problems closely

Creative Thinking

Traits - Satisfactory

Finds creative and constructive solutions
Fluency in expression
Rich in imagination

Traits - Need Improvement

Independent thinking
Independent judgment

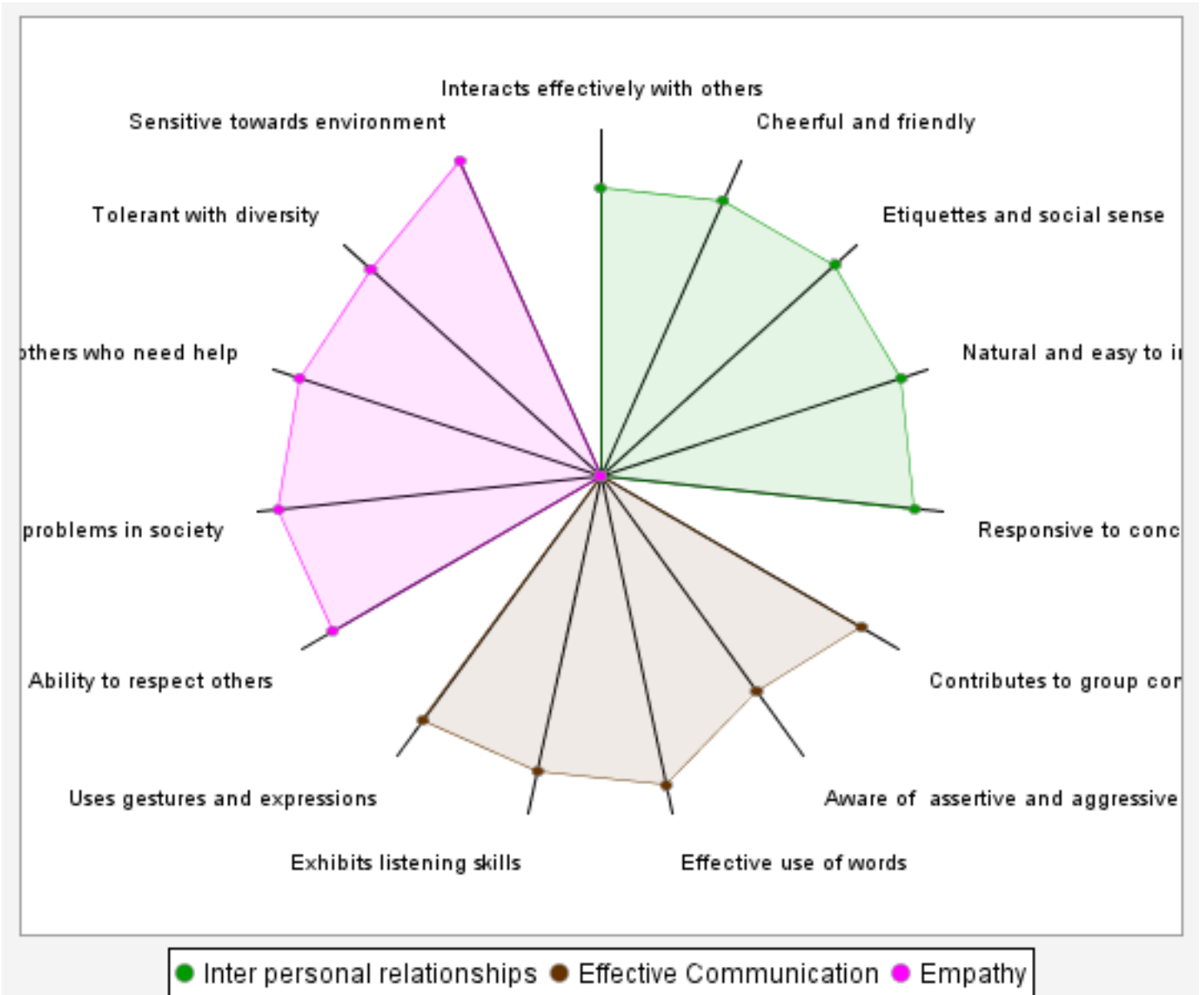
Social Skills

Social skills are character traits that facilitate interaction and communication with others. They help the students to identify and inculcate social rules and values, and positively connect with people. While they project the best self into different life situations, relationships and career, they are also considered as a complement to occupational and technical skills.

Inter personal relationships	82.6%	It is the ability to connect with others and work for mutual interests. Students with good interpersonal relationships will develop correct attitude, fine etiquettes and social sense, and interact effectively with their friends and teachers. Being cheerful and friendly, they will look for areas of agreement, willingly share information and knowledge, and respond with concern to the needs and interests of others.
Effective Communication	81.9%	It is the ability to convey information effectively. It should not be confused with conversational ability and language skills. High scorers will use all the communication channels to convey information to their listeners, making use of effective speech, action and expression. With good listening skills, they will know how to present, persuade, and exchange information meaningfully, using gestures, imagery and voice tone.
Empathy	87.9%	It is the ability to focus on the needs of another person and emotionally channelise a supportive response. High scorers will show respect to others, display care and concern to the problems in the society, reach out to friends in need, and enter into a meaningful dialogue with everyone. With helpful patterns of response and behaviour, they will be tolerant with diversity, build support networks, and foster sensitivity towards the environment.

Social Skills - Internal Traits Chart

In this section, all the internal traits pertaining to Social Skill are illustrated through a graph. This will give a clear understanding of the traits the student is showing in higher degree, and those that need improvement.



Inter personal relationships

- Traits - Satisfactory**
- Interacts effectively with others
 - Cheerful and friendly
 - Etiquettes and social sense
 - Natural and easy to interact
 - Responsive to concerns of others

Traits - Need Improvement

Effective Communication

- Traits - Satisfactory**
- Contributes to group conversations
 - Aware of assertive and aggressive manners
 - Effective use of words
 - Exhibits listening skills
 - Uses gestures and expressions

Traits - Need Improvement

Empathy

Traits - Satisfactory

Ability to respect others
Concerns about problems in society
Reaches out to others who need help
Tolerant with diversity
Sensitive towards environment

Traits - Need Improvement

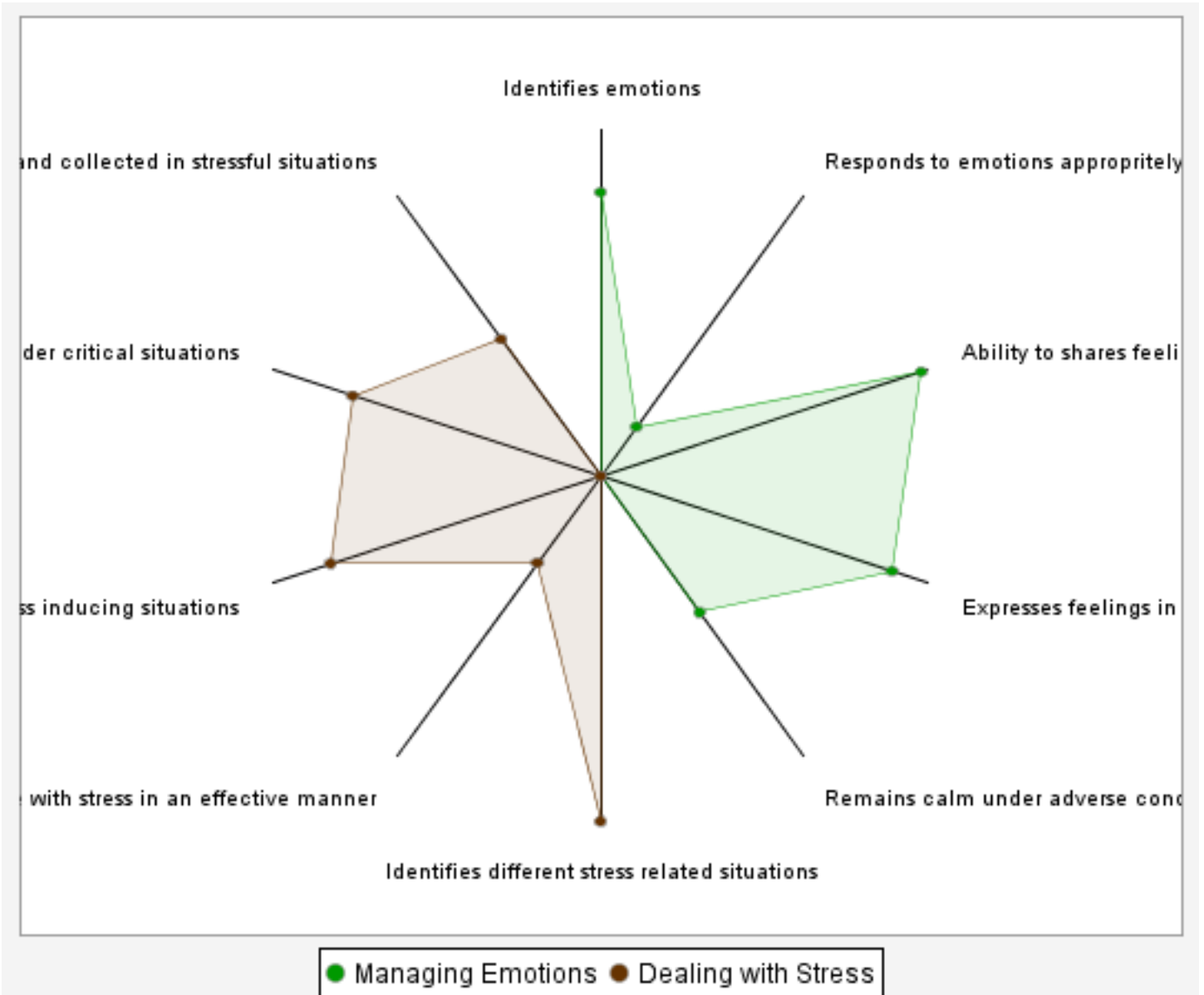
Emotional Skills

Emotional skill refers to the ability of a student to express and manage his/her emotional states. Emotions are the most reliable indicators of how things are going on in their own life. They are the driving force behind the motivation, response and behaviour, and contribute to effective and stress free living.

Managing Emotions	59.4%	It is the ability to keep their own emotional balance and respond appropriately to different life situations. High scorers will have several mental tools to identify, express and manage their emotions in a healthy manner, and handle with ease, everyday responsibilities as students. They will share their feelings with friends, teachers and parents, and integrate their life and work, while remaining cool and calm in critical situations.
Dealing with Stress	67.2%	It is the ability to handle excessive stress and cope with difficult situations. High scorers will be optimistic, anticipate stressful situations, cope with them effectively, and quickly recover from setbacks. Remaining level-headed and composed, they will respond positively to the demands of the moment, shift their focus whenever required, regularly track the outcome they want, and promptly meet the deadlines.

Emotional Skills - Internal Traits Chart

In this section, all the internal traits pertaining to Emotional Skill are illustrated through a graph. This will give a clear understanding of the traits the student is showing in higher degree, and those that need improvement.



Managing Emotions

Traits - Satisfactory

- Identifies emotions
- Ability to shares feelings with others
- Expresses feelings in a healthy manner
- Remains calm under adverse conditions

Traits - Need Improvement

- Responds to emotions appropriately

Dealing with Stress

Traits - Satisfactory

- Identifies different stress related situations
- Optimistic in handling stress inducing situations
- Reacts positively under critical situations
- Remains composed and collected in stressful situations

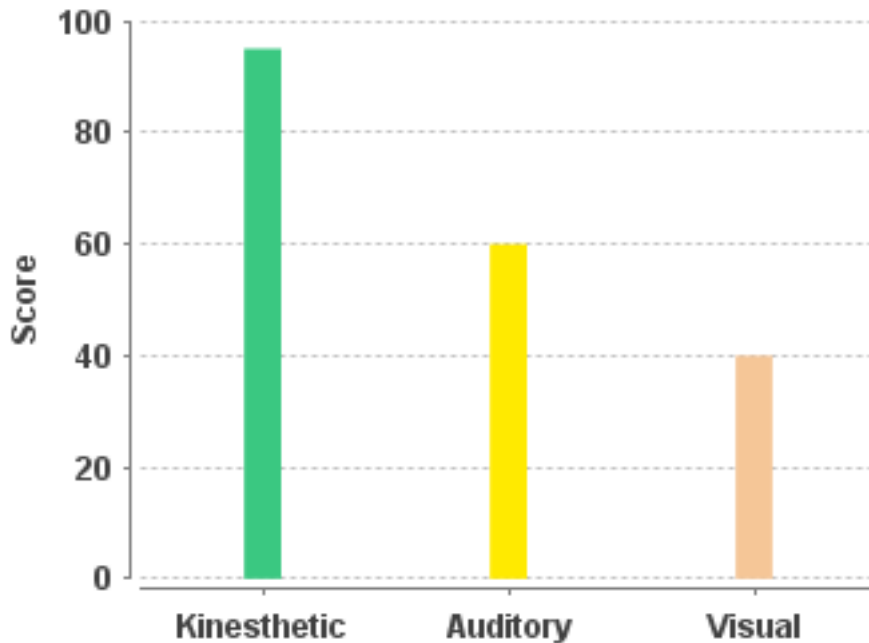
Traits - Need Improvement

- Cope with stress in an effective manner

VAK Analysis

(Note: A person gets information through 5 senses for brain to process. However, 3 senses are more prominent. They are 1) through visuals(eye), 2) through Auditory(ear) and 3) through Kinesthetic - feelings / touch / movements. This will determine the dominant learning style. It is known as VAK Analysis (Visual,Auditory & Kinesthetic). It is based on modalities—channels by which human expression can take place and is composed of a combination of perception and memory. Although we use all of the representational systems, we tend to have a preference, just like there are people who prefer certain types of food.)

The below chart will indicate whether the person's best learning preference is 'by observing' or 'by listening' or 'by doing'.



As per the VAK Analysis Hari's best learning preference(s) are by 'Doing' and by 'Listening'.

First Preference for Hari :

- * Do lots of self experiments on the subjects
- * Listen to some soft music while studying
- * Use markers to highlight or underline key points while taking notes
- * Take frequent breaks while studying / revision
- * Involve in activities related to subjects
- * Use colour pens / pencils while taking notes
- * Do imagine or visualise what has been taught / notes taken
- * Try to transfer the subject information from the text to other formats like bullet points, mind maps and sign language
- * Combined study with group activities / acting, role-playing on the subject will help a lot
- * Always take notes

Hari may also use the following :

- * Get CDs on the subjects and listen to the topics as many times as you can.
- * Repeat loudly / mentally what has been taught / listened to
- * Ask lots of questions in the learning process.

- * Give more attention to what is being said
- * Record the subjects in your own voice and play back in the revision process
- * Talk about the subjects and key points to others
- * Combined study through group discussion will help a lot
- * Listen to some soft music while studying

About ComPAS Now™

ComPAS Now™ Competency Profile Test is an on-line skill assessment software to identify and assess the personal traits & competencies of an individual by measuring the thought patterns in various aspects. In this ICA report, specific attention is given to measure the Co-Scholastic Traits as per CBSE norms.

Apart from the Co-scholastic norms, the tool goes further into the top competencies of a student, Strengths in General, Tips for Enhancing Efficiency, Suggested Training and VAK Analysis.

These analysis will help:

- ** *The school management: to get the co-scholastic score scientifically measured and merge it with the assessment from the teacher about a student and use it for development & training and to fill up the coscholastic mark card.*
- ** *Teachers: to understand how well they can take care of the students and communicate to them effectively.*
- ** *Parents: to understand in what direction the child is moving and plan the career options.*
- ** *Students: to understand their best learning styles, the strengths and areas for improvement.*

Tools used by ComPAS Now™

All the statements in the Test are based on Neuro-Linguistic Programming (NLP), a branch of Behavioural Psychology of the modern day.

Using NLP Tools we at ComPAS Now™ pick up Behaviour and Response Patterns in people in different life situations. The response patterns may vary in different contexts. Hence the patterns are checked in various contexts.